

AGENDA ITEM VII B 1

TEACHER EDUCATION INITIATIVES

**RECOMMENDATIONS OF THE BLUE RIBBON COMMISSION
WHICH REQUIRE FOLLOW-UP BY THE BOARD OF
REGENTS**

**DRAFT NEW ACADEMIC AFFAIRS POLICY 2.14 - TEACHER
PREPARATION EDUCATION AND ACCOMPANYING
GUIDELINES**

AGENDA ITEM VII B 1

TEACHER EDUCATION INITIATIVES

NEW ACADEMIC AFFAIRS POLICY 2.14 - TEACHER PREPARATION EDUCATION AND ACCOMPANYING GUIDELINES

BACKGROUND INFORMATION

The Blue Ribbon Commission on Teacher Quality was formed by the Board of Regents and Board of Elementary and Secondary Education during fall, 1999 for the purpose of developing a comprehensive system to recruit, prepare, and retain high quality teachers in Louisiana. The 31-member Commission met during 1999-2000 and presented the Blue Ribbon Commission on Teacher Quality Recommendations - Year 1 Report at a joint meeting of the Board of Regents and Board of Elementary and Secondary Education that was held on May 25, 2000. The Commission recommended that both the Board of Regents and Board of Elementary and Secondary Education use one common goal to measure the State's success in improving teacher quality which was to improve teacher quality. The commission identified four major recommendations and 59 subsequent actions to improve teacher quality. The four major recommendations addressed: Creation of Coordinated Partnerships; Recruitment of Teacher Candidates and Certified Teachers; Preparation of Quality Teachers; and Creation of Essential Conditions and Environments. The Board of Regents was designated as the lead agency to implement 22 actions, the Board of Elementary and Secondary Education was designated as the lead agency to implement 26 actions, and both boards were designated as agencies to implement 11 actions.

STAFF COMMENTS

The Board of Regents' staff has created a policy that addresses 19 of the 22 actions designated as the responsibility of the Board of Regents in the Blue Ribbon Commission's report. In addition, the staff has developed Guidelines for Teacher Preparation Programs (AY 2000-2001) which includes 11 **must** statements that all universities must address and 6 **should** statements that universities are encouraged to address during 2000-2001. All universities will be expected to create PK-16+ councils, appoint PK-16+ Coordinators, participate in efforts to identify core knowledge that teachers will be expected to demonstrate, form redesign committees, participate in planning activities to redesign the undergraduate teacher preparation programs, provide faculty with professional development to deliver redesigned curriculum, provide the necessary technology infrastructure for preservice teachers to integrate technology into the curriculum, plan for the creation of a minimum of one professional development school, plan and implement strategies to recruit teachers, provide data for a Teacher Preparation Accountability System, and issue institutional report cards. Universities will be encouraged to create other innovative partnerships with schools, create Teacher Cadet Programs, identify and implement strategies to better counsel prospective teachers, plan to provide ongoing support to new teachers, modify tenure/promotion systems, and requiring university faculty to work directly with K-12 schools. All universities will be expected to

report their progress in addressing all **must** and **should** statements during June, 2001.

The draft policy and guidelines will be reviewed by the Statewide Council of Chief Academic Officers at their meeting on August 24, 2000. Upon approval by the Council, the staff will present the Committee with a final edition for Board action.

AGENDA ITEM VII B 2

TEACHER EDUCATION INITIATIVES

**RECOMMENDATIONS OF THE BLUE RIBBON COMMISSION
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ACTIVITIES & TIMELINES

AGENDA ITEM VII B 2

TEACHER EDUCATION INITIATIVES

RECOMMENDATIONS OF THE BLUE RIBBON COMMISSION WHICH REQUIRE FOLLOW-UP BY THE BOARD OF REGENTS

ACTIVITIES AND TIMELINES

BACKGROUND INFORMATION

On May 25, 2000, the Blue Ribbon Commission on Teacher Quality submitted the Blue Ribbon Commission on Teacher Quality Recommendations - Year 1 Report to the Board of Regents and Board of Elementary and Secondary Education at a joint meeting. After receiving the report, the two boards approved a motion that specified the following:

- a. *By August 10, 2000, the staff of the BoR and the staff of BESE shall submit to their respective boards an assessment of the likely impact on existing teacher education legislation, policy, and procedures should recommendations of the Commission report be implemented. These staff assessments shall be considered by each board at their respective August, 2000 meetings.*
- b. *By September 10, 2000, the staff of the BoR and the staff of BESE shall submit to their respective boards a plan for teacher education reform activities which should be undertaken to revise current legislation, policy, and procedures, consistent with the intent of recommendations of the Commission. These staff plans shall be considered by each board at their respective September, 2000 meetings. At monthly meetings thereafter, the staff of the BoR and the staff of BESE shall report to their respective boards the progress of approved teacher education reform activities.*

STAFF COMMENTS

In response to the motion, the Board of Regents' staff has developed the document entitled Board of Regents Staff Recommendations to Address the Blue Ribbon Commission on Teacher Quality Report. This document addresses items "a" and "b" of the motion approved by the joint boards. Part 1 of the document includes a copy of a proposed policy for teacher preparation education and Guidelines for Teacher Preparation Programs (AY 2000-2001) which address 19 of the 22 actions designated as responsibilities of the Board of Regents in the Blue Ribbon Commission report. Part 2 includes descriptions of the three remaining actions that will require new legislation. Part 3 includes a list of specific activities and responsibilities of the Board of Regents' staff and universities to implement all 22 actions recommended by the Blue Ribbon Commission on Teacher Quality. In addition, timelines have been provided to indicate time periods when specific activities will occur. This document provides the plan for what must occur to

revise current legislation, policy, and procedures.

AGENDA ITEM VII B 3

TEACHER EDUCATION INITIATIVES

**RECOMMENDATIONS OF THE BLUE RIBBON COMMISSION
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ACCOUNTABILITY SYSTEM

AGENDA ITEM VII B 3

TEACHER EDUCATION INITIATIVES

RECOMMENDATIONS OF THE BLUE RIBBON COMMISSION WHICH REQUIRE FOLLOW-UP BY THE BOARD OF REGENTS

ACCOUNTABILITY SYSTEM

BACKGROUND INFORMATION

On May 25, (2000), the Blue Ribbon Commission on Teacher Quality submitted the Blue Ribbon Commission on Teacher Quality Recommendations - Year 1 Report to the Board of Regents and Board of Elementary and Secondary Education at a joint meeting. One of four major recommendations in the report pertained to improving the preparation of teachers who possessed the in-depth core knowledge and teaching skills to effectively educate higher achieving K-12 students. Six specific actions were listed in the report to address this recommendations. One of the six actions was the following:

Teacher Preparation Accountability System

Create and implement a results-driven Teacher Preparation Accountability System that holds universities accountable for the success of their graduates as they teach PK-12 students in school settings.

The Commission provided a potential structure for the Teacher Preparation Accountability System within an appendix in the Commission's report and informed the joint boards on May 25 (2000) that a Teacher Preparation Accountability Subcommittee would meet during the summer to finalize the development of the accountability system. The joint boards were told that the subcommittee will present their recommendations to the 2000-2001 Blue Ribbon Commission during September for final approval.

STAFF COMMENTS

The Teacher Preparation Accountability Subcommittee conducted its first meeting on August 2, 2000. Dr. Richard K. Hill, Executive Director, National Center for the Improvement of Educational Assessments, met with members of the subcommittee to assist them in identifying indicators to be used to determine the effectiveness of teacher preparation programs in the state. Potential indicators were identified by the subcommittee. The subcommittee will meet again on August 29, 2000 to examine a formula developed by Dr. Hill to classify universities as exemplary, quality, satisfactory, below satisfactory, and low performing.

AGENDA ITEM VII B 4

TEACHER EDUCATION INITIATIVES

**RECOMMENDATIONS OF THE BLUE RIBBON COMMISSION
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INSTITUTIONAL REPORT CARDS

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TEACHER EDUCATION INITIATIVES

RECOMMENDATIONS OF THE BLUE RIBBON COMMISSION WHICH REQUIRE FOLLOW-UP BY THE BOARD OF REGENTS

INSTITUTIONAL REPORT CARDS

BACKGROUND INFORMATION

As a result of the Higher Education Act, the U.S. Department of Education is now requiring all states and universities that accept federal funds to issue a State and institutional report cards that provide information pertaining to the effectiveness of teacher preparation programs. The first State and institutional report cards must be made available to the public by April 3, 2001.

STAFF COMMENTS

The staff is currently working with Educational Testing Service to compile data to be reported on the State and institutional report cards regarding teacher performance on state teacher examinations. In addition, the staff is currently setting up an electronic system to collect additional state data. Electronic versions of all institutional report cards will be placed on the Board of Regents web site.